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ABSTRACT

This publication is an introduction and guide to developing The Learning Community, a system of integrated family services designed to support personal, educational, and employment goals as defined by each family member. It begins by describing The Learning Community and presenting its philosophy and goals. These five developmental steps are then presented: (1) the basic programs; (2) networking among basic programs; (3) shared administrative resources and shared core services; (4) collaboration with community partners; and (5) breaking new ground. Charts, tables, and examples are provided. The next section lists participant outcomes, such as increased self-esteem and independence, increased reading and math skills, independence from public assistance, and better health and nutrition for families, and The Learning Community outcomes, such as high quality profamily education, varied programming that meets family needs, and expanded linkages with district and community partners. These keys to success are highlighted: spirit of collaboration, school district support, focus on clients, continuous improvement, paradigm busting, multiple funding sources, and risk taking. Appendixes include a description of the program site, forms used in The Learning Community, and summaries of research supporting components of The Learning Community. (YLB)

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Bendle/Carman-Ainsworth

The Learning Community

A Pro-Family System of Education and Community Services

"Children come before deadlines;
parents come before turf;
families before paperwork;
people before politics."

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Welcome to the Learning Community

The Learning Community is not a program. The Learning Community is a system, a concept, a philosophy, a new way of operating an organization. The programs that make up the Learning Community meet the unique needs of our community and as a result will change based on those needs. What doesn't change is the vision of all programs working together to meet the needs of our families.

The Learning Community began without a strategic plan or the exact model of what has developed. In a book titled Leadership and the New Science, Margaret Wheatley writes, "I have come to expect that something useful occurs if I link up people, units, or tasks, even though I cannot determine precise outcomes." The concept was developed because we saw programs within our own organization competing for families by offering services that would at times conflict with other programs and services. All of the programs were "doing good things." The problem was not in the programs or the people but in the system. As we began to meet, explore, and talk, we discovered that we would be more effective if programs shared resources, services, and systems. It made sense to look at what was best for the families instead of what was best for the programs.

We invite you to think about your system and how it can be continuously improved. Involve everyone who works with adults, children, or families to share their thoughts and vision of how they can work together to improve the quality of service provided. According to Will Rogers, "Even if you're on the right track, you'll get run over if you just sit there."

Bendle/Carman-Ainsworth

The Learning Community

A Pro-Family Gu[illegible]
and Comm[illegible]

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The Learning Community — What Is It?

The Learning Community is a system of integrated family services designed to support personal, educational, and employment goals as defined by each family member.

The Learning Community provides adults with opportunities to improve their academic and employment skills, find employment, enhance their parenting skills, and promote the educational potential of their children. The program provides children with education and enrichment activities. Families are supported by such services as child care, health care, transportation, food, and clothing.

An atmosphere of mutual respect fosters open communication, develops trust, and encourages involvement in education.

The Philosophy

- Respond to participants as capable, caring individuals
- Provide a support system for meeting individual goals and strengthening the family unit
- Provide a program structure that instills trust in the educational system.
- Provide varied programming designed to ensure the success of each participant

"Schools need to become the group/neighborhood replacement. All parents need personal contact with school staff. We need to go to them. We have to build trust."

- Dr. Thomas Svitkovich, Superintendent, Carman-Ainsworth Schools

The Goals

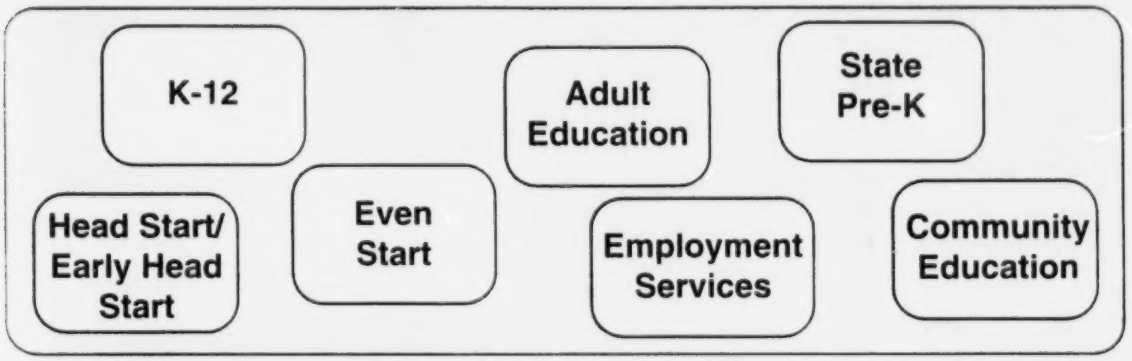
- To provide pro-family quality education and support services at the appropriate level to ensure success of the parent and the child in the program component areas:
  - -literacy
  - -employability/job training and placement
  - -parent support and education
  - -self-reliance
- To provide programming in an atmosphere of mutual respect based on team management and individual participant goals
- To foster continual improvement in programming, staffing, and service delivery through ongoing evaluation and expansion of linkages with district and community partners
- To improve communication between schools and families
- To maximize services by minimizing duplication
- To improve students' performance in school
- To provide early intervention and health support services

Five Developmental Steps

1. The Basic Programs
2. Networking Among Basic Programs
3. Shared Administrative Resources and Shared Core Services
4. Collaboration with Community Partners
5. Breaking New Ground

Step 1. The Basic Programs

A variety of state and federal funding sources offer opportunities to enrich the lives of adults and children. Community Education, which promotes all types of education among all members of the community by identifying needs and finding resources to meet those needs, is the ideal agency to access and coordinate these programs.



How Did It Happen?

The Learning Community family services model began with a collection of programs, working independently, funded by a variety of sources. Initially, there was little communication among programs regarding how the needs of the participants were being met.

Table 1: Brief Description of Basic Programs

Program	Description	Eligible Children	Eligible Adults
K-12	The public education system provides mandatory education for children in the community.	Age 5-18+	
Adult Education	Adult Education provides academic and vocational instruction from first through twelfth grade skill level. Participants study basic skills or work toward a GED certificate, a high school diploma, or a specific vocational training certificate.		Non-grads
Head Start and Early Head Start	Early Head Start and Head Start are federally funded programs that provide a variety of educational and support programming to meet the needs of families with prenatal through pre-school-aged children.	Age pre-natal-5, low-income families or special needs	Parents of same
State Pre-K	The Michigan Readiness Program for Four-Year-Old Children (State Pre-K) is a state-funded program that provides a variety of educational and support programming to meet the needs of four-year-old children and their families.	Age 4, risk factors that may impact school success	Parents of same
Even Start	The Even Start program provides basic education services to parents, to their children, and to parents and children together. The goal is to break the cycle of low skills by showing parents how to be better teachers of their own children.	Age 0-7	Non-grads
Employment Services	Unemployed or under-employed families can receive assistance in developing portfolios or resumes, searching for jobs, and building their employment skills.		Unemployed or under-employed
Community Education	Community Education provides programs and services designed to meet the needs of the community (early childhood education, recreation, school-age child care, education and training, and community referrals).	All	All

Step 2. Networking Among Basic Programs

Networking, or communication, opens doors of cooperation, where staff members of each program learn about the services of the other programs, share information, and make referrals to one another, while maintaining control over their own resources, services, and policies. The bedrock of cooperation is willingness, openness, and acceptance.

How Did It Happen?

- Staff members became familiar with each other's programs.
- Opportunities for cooperation became more apparent.
- Cross referrals increased.
- Competition and turf issues were eliminated.
- New programs were automatically included as part of the team.
- Duplication was reduced.

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Learning Community participants expressed personal and family needs that could best be provided through a multiple-services delivery system. As staff members became aware of the goals and eligibility requirements of other programs, these staff members referred their own clients to programs that could meet their clients' multiple needs.

> *"Service delivery should appear seamless to the participants; they don't need to worry about program requirements or funding."*
>
> *-David Swierpel, Director of Community Services, Carman-Ainsworth Schools*

Step 3. Shared Administrative Resources and Shared Core Services

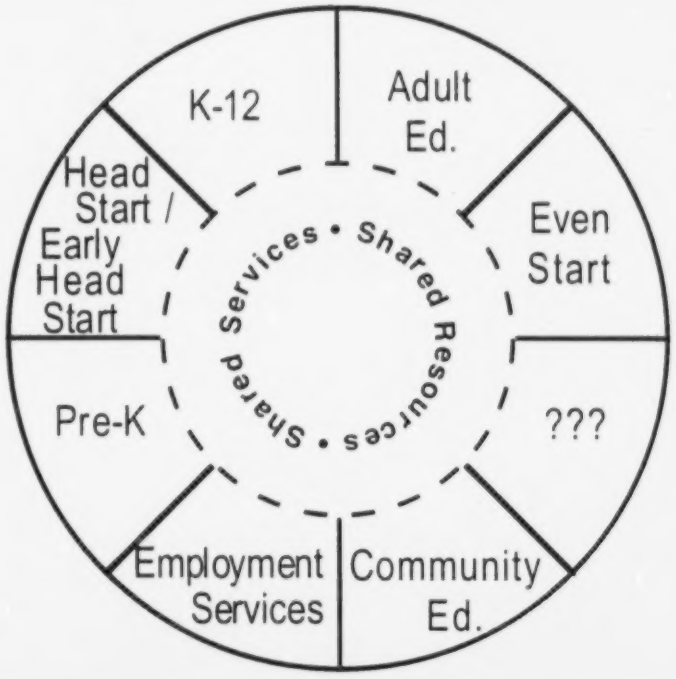
Collaboration extends beyond cooperation. In collaboration, programs share not only information, but also resources, dollars, space, programming, facilities, equipment, services, expertise, and staff.

Collaboration gives each program more for its money. It multiplies opportunities, enhances programming, and eliminates duplication of services.

The bedrock of collaboration is trust. All partners share a common focus.

Each program contributes resources, services, and policies for a voice in the decisions of partner programs.

The partnership takes on an identity of its own with all partners sharing in decision-making for the greater good of its participants. The overriding philosophy is that the needs and interests of the participants supersede the goals of individual programs.



How Did It Happen?

Over time, the programs shared more and more administrative resources and core services resulting in enhanced programming for all clients.

By comparing family needs to available services, staff members identified programming gaps and actively sought new programming to meet unserved needs.

Shared Administrative Resources	Shared Core Services
Saves administrative dollars and frees more funds for program services (the mechanics of the sharing are described on the following pages)	Available to any participant within The Learning Community, even though the funding for any particular Core Service might come from only one or two program components
• Physical Resources • Financial Resources • Staff • Programming • Systems Resources	• Parent Education • Parent/Child Shared Activities • Volunteer Placement • Child Care • Transportation • Academic Counseling • Linkages to Programs of Higher Education • Tutoring • Mentoring • GED Testing • Employability and Job Placement Services • Community Referrals • Health Screenings and Immunization Clinic • Food and Nutrition Services • Food Co-op • Clothing Bank • Support Groups

"Children come before deadlines; parents come before turf; families before paperwork; people before politics."

- Kristi Myatt, The Learning Community

Shared Administrative Resources

The outline on these two pages details the five areas of Shared Administrative Resources: physical resources, financial resources, staff, programming, and systems resources. A few of the items have been highlighted (boxed) for expanded detail. All sharing of administrative resources serves to reduce overhead expenses and improve services.

Shared Physical Resources (having administration under one roof)

- Facilities
- Equipment and materials

Shared Financial Resources

- Overlapping salaries: Multiple funding sources support one job responsibility

  For example:

  - Head Start/Even Start education coordinators plan and implement summer school program for at-risk K-3 students throughout the district.
  - Community Education/State and Federal Programs coordinator funded by Head Start, Even Start, and school district.
  - Family Support Visitors paid by Even Start for non-instructional time and by Adult Education for instructional time.
  - Head Start/Even Start and Adult Education coordinators provide consultation/training that is available to all staff district-wide.
  - One secretary paid by Head Start and State Pre-K.
  - Another secretary paid by Title 1, Even Start, and the school district.

Shared Staff

- Overlapping job responsibilities
- Elimination of turfism
- Personal investment by staff in all programs
- Joint staff development
- Collaborative grant writing for evolving program needs
- Expanded expertise
- Wider community contacts
- Synergy (whole greater than sum of parts)

Shared Programming

- One funding source supports more than one program

  For example:

  - Monthly home activities handbook developed by Head Start coordinator available to partner programs for distribution.
  - Speaker contracted by one program available to all partner programs.
  - Job search and employability skills provided by Adult Education available to partner program participants.
  - Family Days and other special events sponsored by one program open to partner programs.

- Dually enrolled participants
- Content of one program meets the requirements of another program

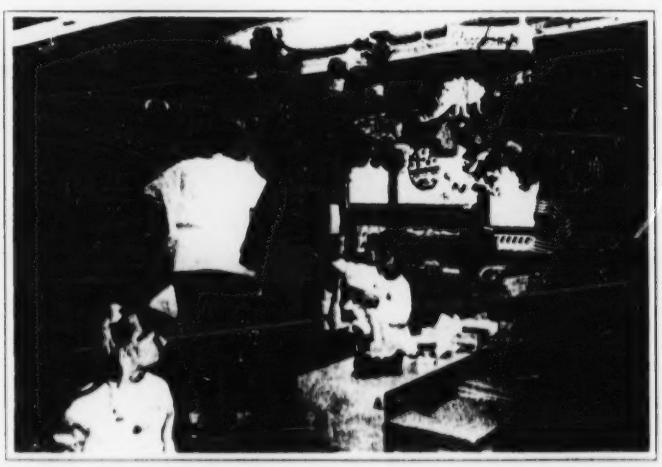
  For example:

  - Volunteering in Head Start classroom meets Even Start credit requirements.
  - Title 1 conference meets Head Start programming needs for parent involvement.
  - Adult Education Child Development class meets programming needs of Head Start, State Pre-K, and Even Start.
  - Adult Education Employability/Job Skills meets programming requirements for Even Start.

- General focus for success

Shared Systems of Operation

- Recruitment
- Central intake/referral forms for all partner programs
- Assessment of family needs and goals
- Other shared forms



Shared Core Services

The outline on these two pages details the areas of Shared Core Services. A few of the items have been highlighted (boxed) for expanded detail. The sharing of core services reduces overhead expenses and improves and expands services.

Parent Education

For example:

- Monthly parent education meetings
- Six-week parenting classes
- Spring Flings, four-week series of interactive workshops (nutrition, exercise, self-esteem, and clothing)
- Personal counseling
- 5 weeks of Megaskills
- Two 6-week sessions of parent and infant/toddler play group
- Continuous community-based speakers and workshops (6 times/year)
- Domestic violence workshop
- Child behavior management workshop
- Math: The Home/School Connection
- Reading: The Home/School Connection

Parent/Child Shared Activities

For example:

- Parenting education classes with planned adult-and-child activities
- Family Fun Days

Volunteer Placement

Child Care

Transportation

Academic Counseling

Links to Higher Education

Tutoring

Mentoring

GED Testing

Employability and Job Placement Services

For example:

- Employability Skills Class
- Job Search Lab
- Placement advisor obtains leads on job openings and sets up interviews

Community Referrals

Health Screenings and Immunization Clinic

Food and Nutrition Services

Food Co-op

Clothing Bank

Support Groups

For example:

- Infant-Toddler Discussion/Play Group
- Parent Coffee Club
- Alcoholics Anonymous
- Weight Loss Program

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Case Study: Focus on Sarah

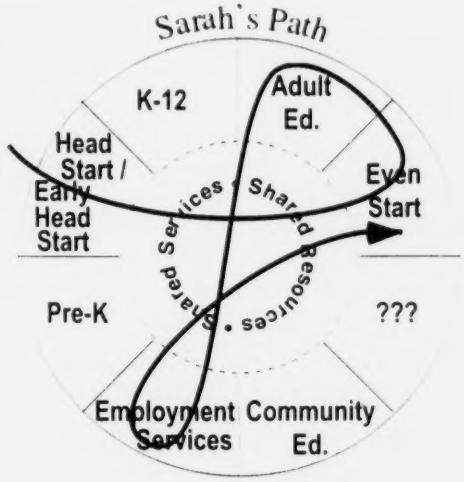
Sarah is an example of a participant whose multiple needs were served by the multiple facets of The Learning Community program. Sarah and her daughter participated in Even Start, Head Start, Adult Education, and Employment Services, all within the same building, seeing the same counselors and with the same registration and intake procedures. Moving from welfare-dependency and reclusiveness, Sarah became a waitress, a program recruiter, an advocate, and a role model for her classmates.

Entry Status

- Seldom left house
- Indications of alcohol abuse
- No desire to attend school
- Low self-esteem
- Single parent
- Never read to daughter
- Daughter with learning disabilities
- Daughter with minor physical impairment
- Non-stimulating home environment
- Unemployed
- Welfare recipient

Sarah's Program

- Recruited by Head Start
- Referred to Even Start
- Completed four semesters of home-based Even Start
- Became a recruiter for program
- Volunteered in daughter's Head Start class
- Took Adult Education classes
- Completed Employment Services with Even Start support
- Read with daughter every night
- Received Congeniality Award from classmates



Current Status

- Has become an advocate for special education for her daughter
- Received her high school diploma
- Got a job as a waitress
- Moved out of trailer into townhouse
- Bought a car
- Spoke to the board of education about Learning Community support
- Enjoys home environment now rich with books
- Continues Even Start involvement

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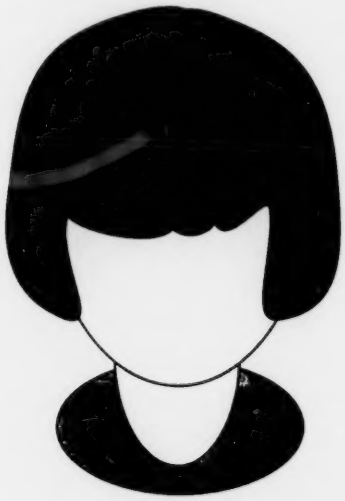
Case Study: Focus on Trudy

Trudy also found that many of her needs and her children's needs were met by The Learning Community. She and her children attended Even Start, Employment Services, and Adult Education. She moved from being unemployed and on public assistance to being employed and self-supporting.

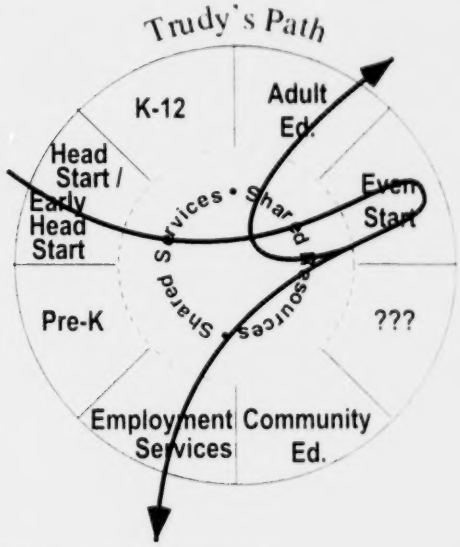


Entry Status

- Teenage mother at birth of first child
- 4 children (age 4-13) with risk factors
  - One child with low birth weight
  - One child sexually abused
  - One child with long-term illness
  - One child with emotional impairment
- Children's father with substance abuse problem
- Second-generation high school drop out
- Reading comprehension difficulties
- Divorced
- Unemployed
- Welfare recipient

Trudy's Program

- Recruited by Head Start
- Referred to Even Start
- Completed two semesters of home-based Even Start
- Completed Employment Services
- Took concurrent Adult Education classes



Current Status

- Received high school diploma as result of combined credit
- Immediately employed as nursing assistant
- Bought new car
- Getting off public assistance

Step 4. Collaboration with Community Partners

Cooperation and collaboration with local agencies and organizations expand service options for participants in The Learning Community.

Programs of The Learning Community meet service requirements of outside agencies while the outside agencies, in turn, help The Learning Community meet the special needs of certain participants. The collaboration translates to enhanced programs for all service providers.

By sharing power and working together, this web of alliance combines resources, enabling programs to accomplish their goals and meet needs of mutual clients more efficiently.

How does it happen?

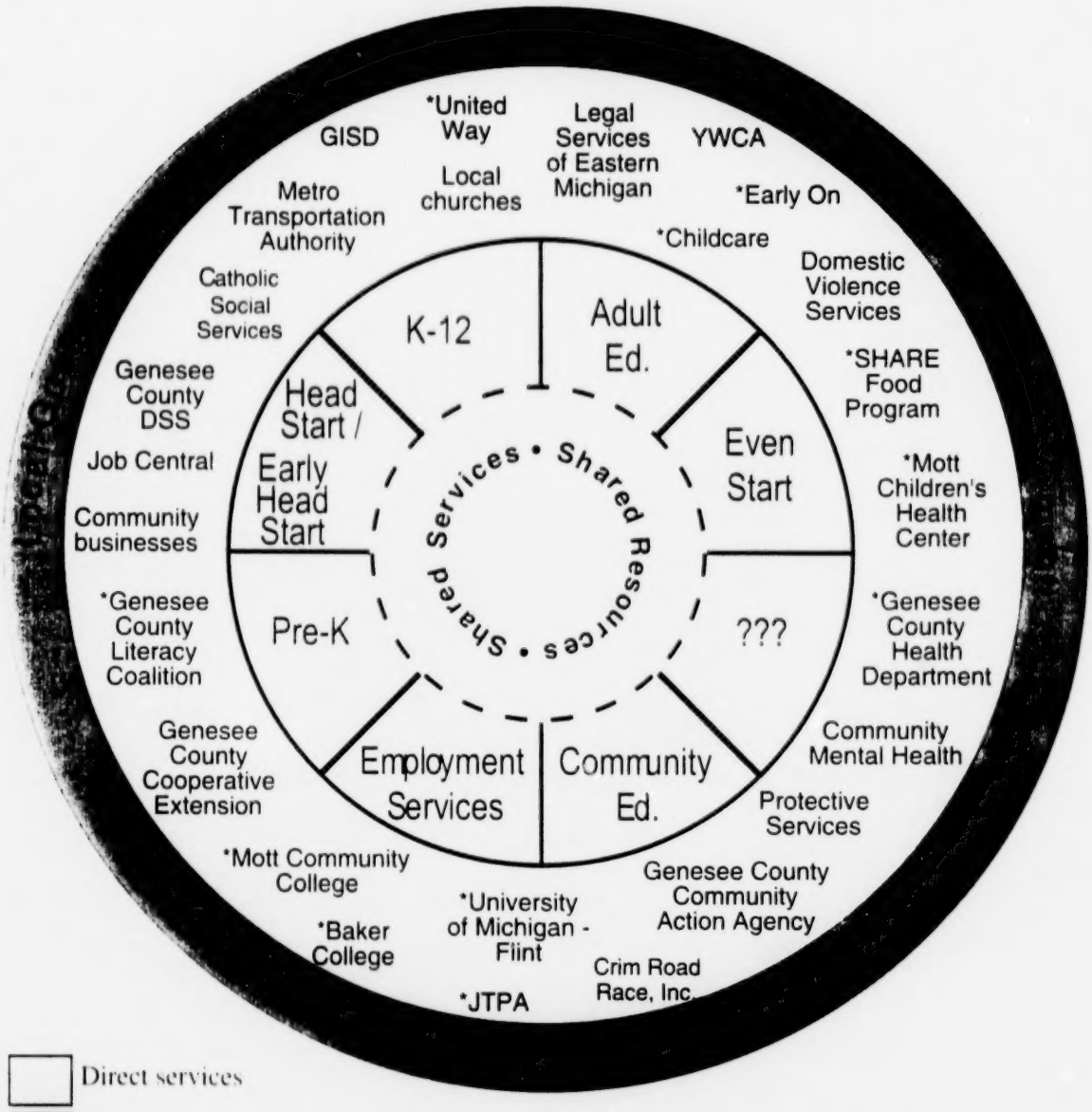
- The Learning Community develops formal collaborative agreements with community agencies, organizations, and businesses that share common services and clients.
- This outreach continues as the needs of the clients and the program change.

"Bringing together children and adult services to families is paramount to a successful reform effort that leads to quality services."

- Ronald M. Gillum, Director, Office of Adult Extended Learning, Michigan Department of Education

The Learning Community

The Learning Community works with multiple health and human services agencies and organizations as well as business and industry at different levels of collaboration and cooperation. Formal agreements have been signed with some collaborators (indicated with an asterisk).



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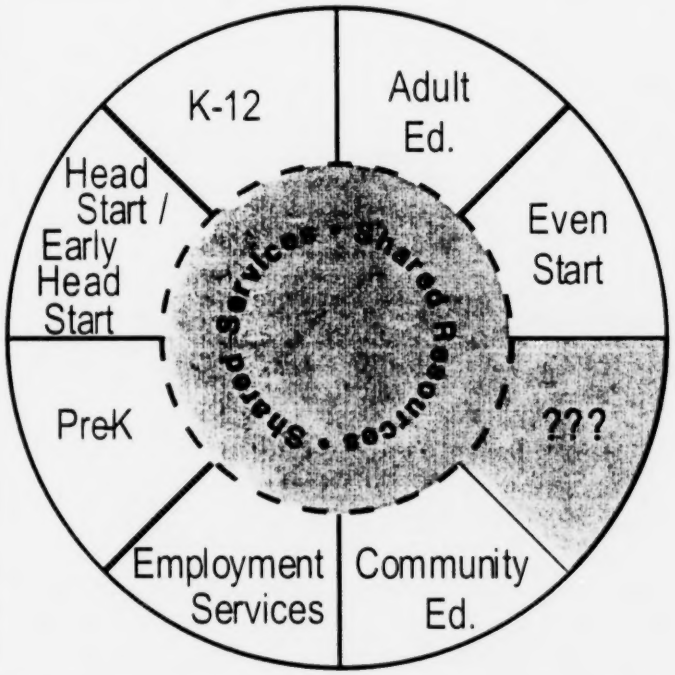
Step 5. Breaking New Ground

The Learning Community is not a stagnant program. As funding sources change, requirements are redefined, and client needs fluctuate, The Learning Community responds with evolving services and programming.



How does it happen?

- As clients express needs that are not being addressed, The Learning Community strives to provide meaningful programming to meet these needs.
- Partner programs research and pursue community resources leading to additional funding, support services, and collaborative arrangements.

"Keeping up with evolving families dictates a program that evolves; it is ever changing and growing."

– *Judy Banfield, The Learning Community*

Examples of Evolving Services and Programming

Identified Need	Resource to Meet Need
Immunization for Head Start children	Immunization clinic, paid by Genesys grant. All Learning Community participants, all K-12, and entire community is invited. Health Department donates time and serum.
Parenting skills for parents in all programs	Sears grant paid for Training of Trainers to teach Megaskills parenting classes. Rotary grant paid for parent/child enrichment program to accompany Megaskills.
Extended parent education opportunities	Guest speaker series. Each program pays for speakers specific to their objectives. Everyone in The Learning Community invited. Each program pays for lunch for its own participants.
Support group for parents of infants and toddler	Funded by Community Foundation. Even Start and Head Start parents attended. The facilitator hired for the support group is an infant/toddler specialist with the local community college.
Parent/child activities relating to self-esteem	Weekly parent/child activities planned, implemented, and paid for jointly by Head Start and Even Start. Presenters and materials provided by local businesses. Open to Head Start, Even Start, Adult Education, and Work First participants.
Training for early childhood volunteers in the elementary school buildings	Early childhood volunteer training provided jointly by elementary staff and Even Start/Head Start staff. Paid for by intermediate school district grant.

Outcomes – What Are the Results?

If a collaborative is to be a genuine force for change, it must focus on outcomes. The collaborative needs a clear idea of the specific outcomes it intends to produce and a method for holding itself accountable for achieving them.

Participant Outcomes

- Increased self-esteem, independence
- Increased reading and math skills
- High school diploma or GED certificate
- Entrance to college
- Job placement
- Increased respect for education
- Improved parenting skills
- Independence from public assistance
- Improved support system
- Early intervention to prevent future school problems
- Increased attendance in school for children
- Better grades in school for children
- Better health and nutrition for families

The Learning Community Outcomes

- Quality pro-family education
- Varied programming which meets the needs of the family
- A support system for Bendle/Carman-Ainsworth families
- Improved communication between families and schools
- Team management
- Improved service delivery through ongoing evaluation
- Expanded linkages with district and community partners

Keys to Success – What Do You Need?

The Learning Community family services model began with a collection of programs working independently. All of the programs had a common focus, providing for the personal and educational needs of the Bendle/Carman-Ainsworth families.

The programs being housed in the same building opened doors of communication and trust. The Learning Community was built on a foundation of these keys for success:

Keys to Success

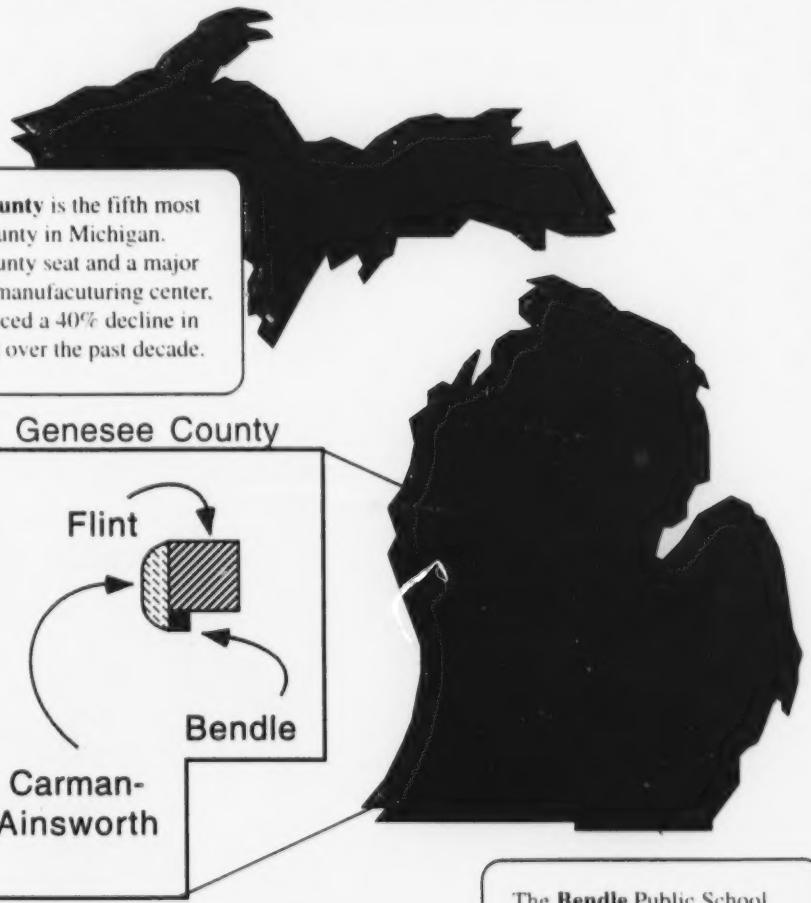
- **Spirit of collaboration**
- **School district support**
- **Focus on clients**
- **Continuous improvement**
- **Paradigm busting**
- **Multiple funding sources**
- **Risk taking**

"Everyone keeps a win-win attitude. Working collaboratively, bureaucratic demands are overcome. Success is the result."

- Carolyn Rutledge, The Learning Community

Appendix A: Who Are We?

Bendle Public Schools and Carman-Ainsworth Community Schools, located in Genesee County, Michigan



Genesee County is the fifth most populous county in Michigan. Flint, the county seat and a major automotive manufacuturing center, has experienced a 40% decline in employment over the past decade.

The **Carman-Ainsworth** Community School district was formerly four separate districts which were consolidated in 1961. The district covers 28 square miles and includes parts of four cities and two townships. Carman-Ainsworth, clearly in the midst of change, continues to show an increase in the number of low-income and at-risk families.

The **Bendle** Public School district, covering approximately four square miles, is located in the city of Burton. Boundaries of the district restrict further growth. The community contains the oldest housing in the county.

Appendix B: Forms Used in The Learning Community

Carman-Ainsworth Community Schools
Early Childhood/Preschool "At-Risk" Factors
Used for Student Selection ..... pages 25-27
This form is used to assess family "at risk" factors used for student selection. It is adapted from the Michigan Department of Education risk factors list for the Michigan Readiness for Four-Year-Olds program. This is not meant as an exclusive list but rather as a means of prioritizing enrollments and identifying education and support needs.

The Learning Community
Early Childhood/Preschool Program Referral Form ..... pages 28-29
Even Start, Head Start, "State Pre-K," and Community Education preschool use this form at the initial intake. At this time, if the client meets the eligibility requirements for other Learning Community programs, with the participant's permission, the information is duplicated and transferred to the other appropriate programs. The information on this form is also on the Adult Education and Employment Services forms.

Even Start Family Tracking System ..... pages 30-32
The cover sheet of the tracking form is general information regarding the family. The second sheet is a semester documentation record for the adult participant and the children in the family. These forms are kept in the Even Start files. If the participant moves to Employment Services, the forms are duplicated for continued tracking by the Employment Services program.

Agreement of Collaboration ..... pages 33-34
This agreement is signed annually by the Even Start program and its collaborating partners. The form states the collaboration commitment made by each of the programs.

The Learning Community
Referral Sheet ..... page 35
This sheet is used by the K-6 system. The form is filled out by all parents whose children enter kindergarten and all new enrollees. With the parents' permission, the form is forwarded to the Learning Community programs.

CARMAN-AINSWORTH COMMUNITY SCHOOLS
EARLY CHILDHOOD/PRESCHOOL
"AT RISK" FACTORS
USED FOR STUDENT SELECTION

Listed below are some factors that research has shown may place a child "At Risk" of becoming educationally disadvantaged or factors that may indicate a need for providing a child with special assistance. This is not meant as an exclusive list, but rather as a means of defining, identifying, and/or selecting eligible participants for the Head Start and State Funded Preschool Programs.

PARENT'S NAME: _____ **PHONE NO.:** _____

CHILD'S NAME: _____ **BIRTHDATE:** _____

AGENCY OR PERSON COLLECTING INFORMATION: _____

DATE COMPLETED: _____

Instructions for Completion: (Specification Details are necessary for documentation purposes)

Using the chart below:

a. Check the risk factors you have used to select participants
b. Identify what documentation you have on record to verify that the students served meet the risk factors identified (i.e., written referral from a legal, medical, social service or emergency shelter agency indicating an at risk child; income tax statement; check stubs; educational plan showing the child has a handicapping condition, etc.) parent certification alone is not sufficient for most items.

"AT RISK" FACTORS		DOCUMENTATION
1. Child was premature (earlier than 8.5 mos/38 weeks) or low birth weight (5 lbs 8 oz or under.)		
2. Child seems immature or walked after 15 months/ talked after 20 months.		
3a. Child has experienced incidents of physical and/or sexual abuse or neglect.		Specify:
3b. Other close family members have experienced incidents of physical and/or sexual abuse or neglect.		Specify:
4. Child has eating disorders or nutrition problems (including overweight / underweight.		Specify overweight or underweight:
5. Child has long-term or chronic illness (physical, mental or emotional.)		Specify:
6a. Child has been diagnosed with a handicap (including speech.)		Specify:
6b. Parent or sibling has a handicap condition.		Specify:
7a. Parent and child live with grandparents, another family member, or friend.		Specify:

"AT RISK" FACTORS		DOCUMENTATION
7b. Child is (or has been) a foster child.		
7c. Family has experienced frequent moves.		Specify # in Last 5 Years:
8. Parent, child or other person in home has shown destructive or violent behavior.		Specify:
9a. Parent, or other person in home has problem with alcohol or drugs.		Specify:
9b. Close relative or friend has a problem with alcohol or drugs.		
10. Child has immature speech or language problems.		
11. Non-English or limited English spoken in the home.		
12. Parent has history of low school achievement or (poor grades)		
13. Mother Dropped Out of School.		Specify last grade completed:
14. Father Dropped Out of School.		Specify last grade completed:
15. Family history of delinquency (Getting In Trouble)		
16. Family has experienced problems requiring outside agency assistance or counseling.		Specify:
17. Parent has reading or literacy problems.		
18. Single Parent. ____ Mother ____ Father		
19. Unemployed parent(s), (including strike or lay-off).		
20. Parent(s) employed part time. ____ Mother ____ Father		
21. Minimum wage /low skill job. ____ Mother ____ Father		
22. Low family income.		
23a. Crowded living quarters.		
23b. More than one family living in household.		
24a. Child has experienced loss of parent or sibling through death.		Specify Year:
24b. Child has experienced family break-up through divorce or separation.		Specify Year:
25. Parent was a teenager at birth of first child.		Specify Age:

"AT RISK" FACTORS		DOCUMENTATION
26. Parent or sibling has long-term or chronic illness (physical, mental or emotional.)		Specify:
27. Parent or close family member has served time in jail or prison.		Specify when:
28. Family lives in rural, segregated or low income area.		

29. Please list/explain any other factors that may cause learning or school adjustment problems for this child:

_____

_____

_____

_____

_____

Thank You!!!

Intake Date _____ Referral Source _____

THE LEARNING COMMUNITY
EARLY CHILDHOOD PRESCHOOL PROGRAM
REFERRAL FORM

INTAKE INFORMATION

1. WHAT SCHOOL DISTRICT DO YOU LIVE IN? _____

2. PARENT'S NAME: _____
   ADDRESS: _____ ZIP: _____
   PHONE: _____

3. PRESCHOOL CHILDREN IN FAMILY:

Name(s)	Gender (Circle)	Birthdate (Month/Day/Year)	Check if Diagnosed Handicap/Speech Problem
_____	M F	_____	_____
_____	M F	_____	_____
_____	M F	_____	_____

4. [SAY: "You may qualify for some of our Free Early Childhood or Adult Education Programs"]
   ASK: • How many people are in your family? _____
   • Is your family income more than **(refer to chart)**?
   • (If family is **below** the chart amount)... Is family receiving AFDC? _____
   • If **low** income how much does family make a year? _____

5. ASK PARENT: "Are there any adults in your household who have not received their GED or High School Diploma?" _____

HEAD START INCOME GUIDELINES

Size of Family Unit	Income
1	$ 7,470
2	10,030
3	12,590
4	15,150
5	17,710
6	20,270
7	22,830
8	25,390

STATE INCOME GUIDELINES

Size of Family Unit	Income
1	$13,820
2	18,556
3	23,292
4	28,028
5	32,764
6	37,500
7	42,236
8	46,972

Most Appropriate Placement:

_____ Head Start **234-3890**
_____ Michigan Preschool (State) **234-3890**
_____ Even Start **234-3669**
_____ Community Ed Preschool **234-3600**
_____ Adult Education **234-3874**

ELIGIBILITY REQUIREMENTS

•Head Start
- 1991, 1992, 1990 Birthdate
- Meets Income Guidelines (see front)
- Carman-Ainsworth Residency

•Mich. PreSchool (State Pre-K)
- 1991 Birthdate
- At Least 2 Risk Factors
- Carman-Ainsworth Residency

•Community Ed. Preschool
- 1991, 1992 Birthdate
- No Income Guidelines
- No Residency Requirements

•Even Start
- Parent of a 0-7 Year Old
- Non High School Graduate
- Can Have a GED
- Bendle or Carman-Ainsworth Residency
- No Income Guidelines

•Adult Education
- Non High School Graduate
- Can Have a GED
- No Residency Requirements
- No Income Guidelines

FAMILY NAME _____

EVEN START FAMILY TRACKING SYSTEM

Participant: _____ Even Start Family Code Number: _____ Family Support Vistor: _____

Address: _____ Phone: _____

(Moved) Address: _____ (Moved) Phone: _____

Program Entrance Date: _____ Program Completion Date: _____ Reason: _____

Reentry Date: _____

Program Termination Date: _____ Reason: _____

_____ _____

30

Entry: HS Grade Level _____	COMPLETION DATES		
	GED ____ Date _____	Vocational Training ____ Date _____	High School Diploma ____ Date _____

CHILDREN

1. Name _____ 2. _____ 3. _____ 4. _____ 5. _____

Birthdate _____ _____ _____ _____ _____

32

3.3

FAMILY NAME _____ PARTICIPANT _____

ENTRY DATE _____ EXIT DATE _____

EVEN START SEMESTER

PARENT AS LEARNER		PARENT AS TEACHER			REFERRALS	
ADULT EDUCATION CLASSES (*denotes completion)	Number of Hours	SPECIFIC CLASSES/ CONFERENCES/ WORKSHOPS	Date	Number of hours	Contacts (Include date, contact person, phone number)	Status Update
Subtotal			Subtotal			
Number of home visits ____ x 1 hour		Number of home visits ____ x 1 hour				
TOTAL			TOTAL			

Children (0-7)

1. _____ 4. _____

2. _____ 5. _____

3. _____

EVEN START SEMESTER

CHILD AS LEARNER		SUPPORT PROGRAMS ie, Latch Key, C-A Childcare, Head Start (Include date, contact person, telephone number)	SUPPORT SERVICES ie, Speech, Chapter I	SCHOOL ATTEN-DANCE AREA (Include grade & teacher)	ADVOCACY	
	Number of hours				Contacts (Include date, contact person, phone number)	Status Update
Subtotal						
Number of home visits ____ x hours						
TOTAL						

AGREEMENT OF COLLABORATION

Between

_____

and

BENDLE/CARMAN-AINSWORTH LEARNING COMMUNITY

AGENCY/ORGANIZATION DATA

Name _____ Phone _____

Address _____

_____

Contact Person _____ Title _____

BENDLE/CARMAN-AINSWORTH LEARNING COMMUNITY

Contact Person _____ Title _____

(Name of Agency/Organization) _____

and the Bendle/Carman-Ainsworth Learning Community agree to collaborate. This shall be for the purpose of:

_____ serving on an Advisory council
_____ providing client referrals
_____ providing training or resource person
_____ providing tutors/mentors
_____ other _____

The Bendle/Carman-Ainsworth Learning Community agrees to:

_____ provide Early Childhood experiences
_____ refer adult Even Start participants for services
_____ provide training and resource persons
_____ provide share programming
_____ other _____

This collaboration agreement shall in effect beginning _____.

This agreement may be terminated by either party if a two week notice is given.

All collaboration agreements will terminate on June 30 of each year. At this point it will be determined if there is a desire/need to continue the collaboration for the next school year.

_____
(Agency/Organization)

_____
(Bendle/Carman-Ainsworth Learning Community)

_____
Date

LEARNING COMMUNITY REFERRAL SHEET

PARENT(S) NAME: _____

ADDRESS: _____
No. Street City State Zip Code

HOME TELEPHONE: _____ OTHER PHONE: _____

DATE: _____

Please list the names and birthdates of all of your children:

NAME	GENDER M OR F	BIRTH DATE	SUPPORT SERVICES RECEIVED Title 1/Speech/Special Ed.	SCHOOL SESSION AM PM

Elementary attendance area in which family resides:
❑ Carman Park ❑ Dillon ❑ Dye ❑ Randels ❑ Rankin ❑ Woodland

Have you completed:	Mom	Dad
HIGH SCHOOL GRADUATION	❑ Yes ❑ No	❑ Yes ❑ No
GED	❑ Yes ❑ No	❑ Yes ❑ No
	Last Grade Completed _____	Last Grade Completed _____

Would you and/or your spouse be interested in completing high school if SUPPORT could be provided to you, such as babysitting, transportation, tutoring, etc. ❑ Yes ❑ No

Income Range (check one): _____ under $25,000 _____over $25,000

Send Referrals to:

_____ Head Start 234-3890
_____ Michigan Preschool (State) 234-3890
_____ Even Start 234-3669
_____ Community Ed Preschool 234-3600
_____ Adult Education 234-3874

Appendix C: Research Supporting Components of The Learning Community

Literacy

- Youngsters whose parents are functionally illiterate are twice as likely as their peers to be functionally illiterate. - *National Assessment of Educational Programs*
- Parent involvement in their children's school influences student achievement, attendance, motivation, self-concept, and behavior. Children of parents who read to their children have books in the home, have a positive attitude toward school, have high achievement expectations, and tend to become higher achievers than those of parents who do not. Adults who have not mastered the basic skills cannot model appropriate literacy behavior and often pass on to their children the attitudes and abilities that keep them from breaking the cycle of illiteracy. -*U.S. Department of Education, Division of Adult Education and Literacy*
- On average an illiterate adult will earn 42% less than a high school graduate. - *Laubach Literacy Action*

Employability/Job Training and Placement

- In Genesee County, unemployment rates for [high school] dropouts are almost three times as high as rates of high school graduates. Students indicate that being out of school and unemployed for more that 15 weeks leads to recurring unemployment throughout life.— *Genesee Coalition for Children and Families, Children's Agenda*
- Long-term research shows that young adults who attended a high quality preschool program made greater gains than similar young adults who did not attend preschool:

  More attended college of job training programs (38% vs. 21%)

  More hold jobs (50% vs. 32%)

  More support themselves by their own (or spouses') earnings (45% vs. 25%)

  More are satisfied with work (42% vs. 26%)

  Fewer depend on public assistance (18% vs. 32%)

  —*Perry Preschool Project, High/Scope Educational Research Foundation*

Parent Support and Education

- Appropriate (parent) involvement provides learning strategies for families to use at home. Today's involvement uses the school, community agencies, and business to "deliver support" to families in their important role in the education of their children. — *D. Rich; The Parental Gap in Compensatory Education and How To Bridge It*
- Parents can create a "curriculum of the home" that teaches their children what matters. They do this through their daily conversations, household routines, attention to school matters, and affectionate concern for the children's progress. — *M.E. Grane ,T. Weinstein, H.J. Walbert; Improving Productivity of America's Schools*

Self-Reliance

- There are strengths in every family that can be mobilized into effective and positive action. -*Home and School Institute*
- Head Start has helped build families' self-esteem. It has given children opportunities and experiences that may be otherwise limited by low family income. It helps parents to learn better ways to use and acquire resources available in the community." —*Silver Ribbon Panel Report; National Head Start Association*

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Bendle/Carman-Ainsworth Community Schools

Bendle Public Schools

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The Learning Community

Dennis Pickard	Supervisor of Bendle/Carman-Ainsworth Adult Education Adult Education Center
Carolyn Rutledge	Coordinator of Community Education/State and Federal Programs Fenton Lawn Center
Kristi Myatt	Education Coordinator: Head Start, Even Start, State Pre-K Fenton Lawn Center
Judith Banfield	Even Start Literacy Coordinator, Volunteer Services, Title1 Parenting Fenton Lawn Center
Cheryl Gerrish	Early Head Start Coordinator Fenton Lawn Center
Linda Burke	Evaluation and Data Manager Fenton Lawn Center

The Learning Community
1181 W. Scottwood
Flint, Michigan 48507
810-234-3669

The Bendle/Carman-Ainsworth Learning Community
receives funding from the Michigan State Board of Education:

- to serve as the Michigan State Center for Integrated Family Services
- to coordinate the Michigan Family Resource Coalition in cooperation with the Office of Extended Learning Services
- to validate the effectiveness of Integrated Family Services